PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR

Professor Andrew Blaikie
Contacts: telephone 01224 272765 or email a.blaikie@abdn.ac.uk. Office hours are by prior appointment.

Discipline Administration:

Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk

TIMETABLE

For time and place of classes, please see MyAberdeen

Students can also view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php
COURSE DESCRIPTION
This course provides a thematic interpretation of one country by relating relevant social theories to questions of nationhood, identity and culture and considering the cultural impact of economic and social change from the mid-eighteenth century to the present day.

How might we explain the origins of our understanding of contemporary Scotland? The move to devolution and subsequent debates over independence have thrown questions of national identity into high relief - socially, economically and culturally as well as politically, and assessing what Scotland and Scottishness are today inevitably requires recourse to an historical understanding of the processes of identity formation. In developing a structural and thematic interpretation, this course merges perspectives from both history and sociology: while the experience of one country can be used as a case study to test general theories of social change, equally these theories may be applied to the interpretation of historical evidence. In addressing the impact of historical processes from the mid-eighteenth century to the present day we will assess the validity of different concepts of the nation, while gaining an overview of industrial, political and regional transformations. The myths, images and icons constituting ‘Scottishness’ are examined through studies of the meaning of such pervasive historical ideas as community and its attendant egalitarianism, how these relate to education and religion, and how their robustness is challenged by the disruptions of emigration and immigration. While a sense of national distinctiveness has been built upon apparent social and cultural differences from England, these are laid open to question, as is the construction of a selective Scottish heritage somewhat removed from historical realities. Ultimately, the course asks how it is that we have come to know ourselves as Scots and others.

INTENDED AIMS AND LEARNING OUTCOMES
The course has the following purposes:

- to provide a framework for the sociological interpretation of modern Scottish history
- to raise such fundamental problems in history as:
  
  the nature of a nation;
  the origins of nationalism and the dynamics of ethnic conflict;
  the shifting character of social and national identities;
  the relations between economic, social and cultural change;
  the relations between social reality, ideologies and images;

It also aims:

☐ to emphasize the development of presentational and debating skills through active student participation in seminars;
☐ to provide opportunities for teamwork in seminars and presentations;
to cultivate general skills in time-management, self-learning and initiative through the allocation of assignments;

 encouragement of the use of information technology for bibliographical searches.

**Practical skills fostered by the course include the ability:**

- to demonstrate a detailed appreciation of the recent historical scholarship in connection with a chosen essay topic;
- to give an oral presentation on a specific topic;
- to retain, recall and apply relevant information in examination conditions.

**This course should help to cement and refine important transferable skills including the ability:**

- to listen carefully to others;
- to speak to a group and lead a discussion;
- to read attentively and effectively;
- to take effective notes;
- to organize your studies to make effective use of library and Internet resources;
- to synthesize a range of information;
- to evaluate claims by judging the quality of evidence offered in support;
- to construct and present coherent arguments, expressing complex ideas concisely and intelligibly, both orally and in writing;
- to develop teamwork skills required for effective interaction in a seminar situation;
- to motivate oneself to work autonomously and to meet deadlines;
- to provide and receive academic criticism in a constructive fashion;
  - to be able to discuss critically primary material and identify key themes, issues and arguments contained therein;
  - to develop the key ability to appraise primary sources using relevant secondary literature and *vice versa*;
  - to develop reflective analytical skills through the experience of responding to the arguments of others.

The course will encourage the deployment of analytical skills by introducing you to the use, criticism and comparison of sources.

**TEACHING AND LEARNING METHODS**

For each topic there will be one weekly lecture with a seminar the following week.

You will be expected to have read and digested at least two readings for each theme and to demonstrate additional reading beyond this from the bibliography below. You should come to each seminar with sufficient notes to engage in group work and general discussion. The one-hour meeting is a formal lecture presentation by the course co-ordinator. The two-hour seminar incorporates student presentations, discussions in groups of...
aspects of the week’s theme, and a more general class discussion based on each group presenting a summary of its discussion to the class.

Presentation and Essay Deadlines

In order to spread student demand for library material, the timing and presentation of essays will be structured as follows. At the first meeting of the course a rota will be agreed so that for each seminar members of the group will make brief presentations from notes, of 15-20 minutes each, as preliminary answers to the seminar question. After the seminar, those students have two weeks to write up their formal, 3,000 word essay addressing the same question. In this way, the presenters get a chance to discuss their ideas with the group before writing them up. Please do not write the essay first and then read it out at the seminar. If you do that, you will gain nothing from the discussion. Students are encouraged to use PowerPoint in their presentations. Each student will make one presentation during the course and thus write one long essay.

LECTURE/SEMINAR PROGRAMME

Please note that for each theme, the lecture will be on a Thursday, with the relevant related seminar on the following Tuesday. It is essential that you complete your reading and preparation before the seminar.

Week 1 (7)*:

Tues \(S\) (Seminar) 1) Introduction to the course; organise rota of presentations; 2) Images of Scotland quiz: what elements of identity have been omitted from conventional portrayals of Scottishness?

Thurs \(L\) (Lecture) Nationalism and national identity

Week 2:

Tues \(S\) What is a nation and what are the origins of nationalism?

Thurs \(L\) The Highlands and rural Lowlands

Week 3:

Tues \(S\) Why have theories of economic development failed to explain or predict occupational and social changes in Northern Scotland?

Thurs \(L\) Industrial Scotland
<table>
<thead>
<tr>
<th>Week 4:</th>
<th>Tues</th>
<th>S</th>
<th>Reading week: no seminar</th>
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<tr>
<td></td>
<td>L</td>
<td></td>
<td>Reading week: no lecture</td>
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<td>Week 5:</td>
<td>Tues</td>
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<td>What have been the major changes since 1900 in Scottish industrial capital and labour?</td>
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<td>Thurs</td>
<td>L</td>
<td>Myths of community</td>
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<td>Week 6:</td>
<td>Tues</td>
<td>S</td>
<td>How do myths of past community sustain Scottish national identity?</td>
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<td>Thurs</td>
<td>L</td>
<td>Education and emigration</td>
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<td>Week 7:</td>
<td>Tues</td>
<td>S</td>
<td>Have geographical and social mobility strengthened or weakened claims of Scots egalitarianism?</td>
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<td>Thurs</td>
<td>L</td>
<td>Immigration and religion</td>
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<td>Week 8:</td>
<td>Tues</td>
<td>S</td>
<td>Does the history of immigration suggest Scotland has become a more multicultural society?</td>
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<td></td>
<td>Thurs</td>
<td>L</td>
<td>Political identities</td>
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<td>Week 9:</td>
<td>Tues</td>
<td>S</td>
<td>Whose identities and interests have the political parties served?</td>
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<td></td>
<td>Thurs</td>
<td>L</td>
<td>Heritage and history</td>
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<td>Week 10:</td>
<td>Tues</td>
<td>S</td>
<td>Does it matter that Scotland’s heritage has been selective?</td>
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<td></td>
<td>Thurs</td>
<td>L</td>
<td>Scotland as an understated nation</td>
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<td>Week 11:</td>
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Tues  S  What elements of nationhood have made Scotland different from Britain?

Thurs  Course overview

Week 12:
Tues  Revision week
Thurs

* For University Week Numbers see https://www.abdn.ac.uk/infohub/study/week-numbers-634.php

SEMINAR READINGS AND SELECT BIBLIOGRAPHY

Each theme has several readings. **You will be expected to read two or more of these items for each class.** Reading is an essential part of any course and will deepen your understanding and enjoyment of the period and the discipline of history. The select bibliography (below) provides points of departure for further reading on the topics covered in the course and is supplemented by the topics covered in essays. The footnotes and bibliographies of these books and articles are two sources of further reading; the search-features of the library catalogue, browsing the open shelves, using the Internet and consulting the course co-ordinator are other ways forward. A major outcome of a university education should be an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

**General texts**
Several texts cover the broad history or historical sociology of modern Scotland, and particularly the twentieth century. The ones below have been selected for one of two reasons.

First, books that cover a range of material relevant to the course. **Sections from these volumes are indicated as readings for particular topics and are noted in the weekly lists provided:**


Blaikie, Andrew (2010), *The Scots Imagination and Modern Memory*. Edinburgh: Edinburgh University Press [Develops sociological ideas relevant to course themes of nationhood, community, imagery, modernisation and heritage].

trends in a specific area of Scottish society – e.g. the economy or gender or education - over the past century.]


Macdonald, Catriona (2009), *Whaur Extremes Meet: Scotland’s Twentieth Century*. Edinburgh: John Donald. [Highly readable overview which, as the title suggests, focuses upon points of tension and diversity.]

Second, recent works that cover the broad sweep of twentieth-century history but in thematically novel ways:


You may also find these books helpful:


**Images of Scotland**


SEE ALSO: Scottish Cultural Resources Access Network (SCRAN): [www.scran.ac.uk](http://www.scran.ac.uk) - a particularly valuable resource for a wide range of photographic and film images.
Nationalism and national identity


A choice of works by Anthony Smith:


The Highlands and rural Lowlands

For an explanation of modernization, see:  

McCrone, *Understanding Scotland*, Ch 3 (pp 54-70).


See also my review of this book at:  
[http://www.history.ac.uk/reviews/review/1238](http://www.history.ac.uk/reviews/review/1238)


*Crofting*


*Oil and Shetland*


**On the historiography of oil in Scotland more generally, see:**


And, as early examples of apprehensiveness about the likely impact of oil see:


**Industrial Scotland**

McCrone, *Understanding Scotland*, Chs 3 (pp. 70-77) and 4 (pp. 81-90). See also Ch 1.


**Myths of community**


On Tönnies see:

Tönnies, Ferdinand (1887) Community and Society. Accessible at: http://books.google.co.uk/books/about/Community_and_Society.html?id=sKclTieRERYC&redir_esc=y

and summarized very briefly at: http://www.britannica.com/EBchecked/topic/228066/Gemeinschaft-and-Gesellschaft

Education and emigration

McCrone, Understanding Scotland, Ch 4.

Macdonald, Whaur Extremes Meet, Ch 7.

Devine, The Scottish Nation, pp. 91-100 and 389-412 (Education).

Devine, *The Scottish Nation*, pp. 618-630 (Empire).


Anderson, Robert D. (1985), 'In Search of the "Lad of Parts": the Mythical History of Scottish Education', *History Workshop Journal*, 19, pp. 82-104.


Paterson, Lindsay (1996), ‘Liberation or Control: What are the Scottish Education Traditions of the Twentieth Century?’, in Devine and Finlay, *Scotland in the Twentieth Century*, Ch 12.


Immigration and religion

Religion and Sectarianism


Scotland's Ethnic Minorities


**Political identities**


**Heritage and history**


Devine, *The Scottish Nation*, pp. 231-245.


OR


Hardy, Forsyth (1990), *Scotland in Film*. Edinburgh: Edinburgh University Press.

Kane, Pat (1992), *Tinsel Show: Pop, Politics, Scotland*. Edinburgh: Polygon ['Scotland' section].


MacInnes, John (1993), 'The Broadcast Media in Scotland', *Scottish Affairs*, 2, pp. 84-98.


**Scotland as an understated nation**


McCrone, David (1992), *Understanding Scotland*, FIRST EDITION, Ch. 3.


**ASSESSMENT**

Your overall mark for the course will be calculated as follows:

- one essay of 3,000 words, including quotations and footnotes (30% of final assessment)
- seminar participation, including class presentation (10%)
- one three-hour written examination (60%)

Resit: one three-hour written examination (100%)

The assessment regime has been designed to encourage a combination of breadth, depth and reflection. The seminar allows you to summarize and debate different approaches and interpretations. The essay will require a focused analysis of one aspect of the course. The exam will require a broad understanding of the module as a whole; being an expert on two or three topics will not be enough to secure a good grade.
For Common Grading Scale descriptors see:  
http://www.abdn.ac.uk/staffnet/teaching/common-grading-scale-2840.php

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

**ESSAYS**

Essays should be approximately 3,000 words long. Work that is substantially longer or shorter than this will be penalised.

**ASSESSMENT DEADLINES**

Essays are to be handed in two weeks after your presentations. Feedback on all assessment will *normally* be provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the assessment.

**SUBMISSION ARRANGEMENTS**

The Department requires ONE official electronic copy submitted by the deadline plus ONE paper copy of all assignments with the TurnitinUK receipt, attached as follows:

**Electronic Copy:** One copy submitted through Turnitin via MyAberdeen.

**Hard Copy:** One hard copy with the Turnitin receipt attached together with an Assessment cover sheet, typed and double spaced – this copy should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

Please note: Failure to submit both an electronic copy to TurnitinUK, and an identical paper copy, with the digital receipt attached, will result in a deduction of marks. Failure to submit to TurnitinUK will result in a zero mark.
EXAMINATION
General exam guidance is given in the Student Handbook.

The written examination will consist of nine to twelve questions, covering all areas of the course. You will be required to answer three of these questions.

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.